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ABSTRACT

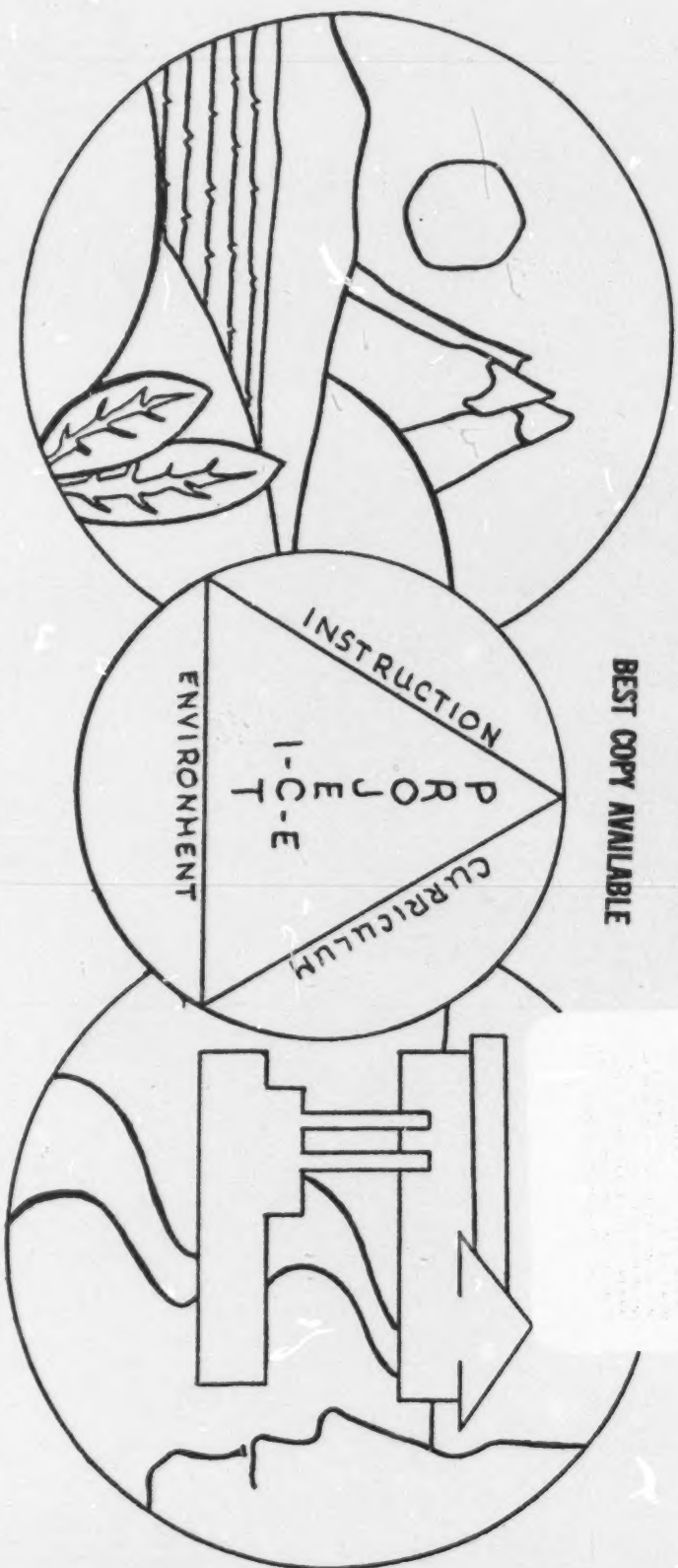
This American history guide, for use at the secondary level, is one of a series of guides, K-12, which were developed by teachers to help introduce environmental education into the total curriculum. The guides are supplementary in design, containing a series of episodes (minilessons) that emphasize the relationship between current environmental problems and American economic, social, and political development, providing the student with succinct and realistic opportunities for involvement in environmental concerns. The episodes are built around 12 major environmental concepts that form a framework for each grade or subject area, as well as for the entire K-12 program. Although the same concepts are used throughout the K-12 program, emphasis is placed on different aspects of each concept at different grade levels or in subject areas. This guide focuses on aspects such as immigration, industrialism, and the civil war. Most of the 12 concepts are covered in one of the episodes contained in the guide. Further, each episode offers subject area integration, subject area activities, interdisciplinary activities, cognitive and affective behavioral objectives, and suggested references and resource materials useful to teachers and students.
(Author/TK)

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ENVIRONMENTAL EDUCATION GUIDE

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AMERICAN HISTORY

P R O J E C T I - C - E
(Instruction-Curriculum-Environment)

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FORWARD TO PROJECT I-C-E ENVIRONMENTAL EDUCATION GUIDES

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In 1969, the First Environmental Quality Education Act was proposed in the United States Congress. At the time of the introduction of that legislation, I stated:

"There is a dire need to improve the understanding by Americans of the ominous deterioration of the Nation's environment and the increasing threat of irreversible ecological catastrophe. We must all become stewards for the preservation of life on our resource-deficient planet."

In the three years since the Environmental Education Act was passed by the Congress, much has happened in the United States to reinforce the great need for effective environmental education for the Nation's young people. The intensive concern over adequate energy resources, the continuing degradation of our air and water, and the discussion over the economic costs of the war against pollution have all brought the question of the environmental quality of this nation to a concern not merely of aesthetics but of the survival of the human race.

The intense interest by the public in the quality of our lives

as affected by the environment clearly indicates that we cannot just use incentives and prescriptions to industry and other sources of pollution. That is necessary, but not sufficient. The race between education and catastrophe can be won by education if we marshal our resources in a systematic manner and squarely confront the long-term approach to saving our environment through the process of education.

As the incessant conqueror of nature, we must reexamine our place and role. Our world is no longer an endless frontier. We constantly are feeling the backlash from many of our ill-conceived efforts to achieve progress.

Rachel Carson's theme of "reverence for life" is becoming less mystical and of more substance as our eyes are opened to much of the havoc we have wrought under the guise of progress. A strong commitment to an all-embracing program of environmental education will help us to find that new working definition of progress that is a pre-requisite to the continued presence of life on this planet.

- Senator Gaylord Nelson

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PREFACE

These ICE Episodes feature several important topics concerning the relationship of environmental dimensions and social studies education. They are organized with the understanding of a continuing need to strengthen this relationship within the social studies framework. As we sought and created ways and means to better serve all the students in terms of their frames of reference, succinct and realistic opportunities for involvement in environmental education became of paramount importance.

The nature and character of these episodes reach into every dimension surrounding the student; his home and family and his school, and the state, nation, and world community. The dimensions are also economic, social, psychological, political and geographical.

While evidence points up the fact that the total environment and climate of ecological education must be improved, the evidence also points out that this responsibility cannot wait for only ecology courses.

Environmental education in U. S. History concentrates on current issues in relation to the American Economic, social, and political historical development.

For example: Episode 4 in U.S. History actively involves the student in the process of the passage of a local ordinance establishing a program designed by the students to deal with air or water pollution in their community.

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DIRECTIONS FOR USING THIS GUIDE

This guide contains a series of episodes (mini-lesson plans), each containing a number of suggested in and out of class learning activities. The episodes are built around 12 major environmental concepts that form a framework for each grade or subject area, as well as for the entire K-12 program. Further, each episode offers subject area integration, multidisciplinary activities, where applicable, both cognitive and affective behavioral objectives and suggested reference and resource materials useful to the teacher and students.

1. This I-C-E guide is supplementary in design--it is not a complete course of study, nor is its arrangement sequential. You can teach environmentally within the context of your course or study or units by integrating the many ideas and activities suggested.
2. The suggested learning activities are departures from regular text or curriculum programs, while providing for skill development.

3. You decide when any concepts, objectives, activities and resources can conveniently be included in your unit.

4. All episodes can be adapted, modified, or expanded thereby providing great flexibility for any teaching situation.

5. While each grade level or subject area has its own topic or unit emphasis, inter-grade coordination or subject area articulation to avoid duplication and overlap is highly recommended for any school or district seeking effective implementation.

This total K-12 environmental education series is the product of 235 classroom teachers from Northeastern Wisconsin. They created, used, revised and edited these guides over a period of four years. To this first step in the 1,000 mile journey of human survival, we invite you to take the second step--by using this guide and by adding your own inspirations along the way.

PROJECT I-C-E TWELVE MAJOR ENVIRONMENTAL CONCEPTS

1. The sun is the basic source of energy on earth. Transformation of sun energy to other energy forms (often begun by plant photosynthesis) provides food, fuel and power for life systems and machines.
2. All living organisms interact among themselves and their environment, forming an intricate unit called an ecosystem.
3. Environmental factors are limiting on the numbers of organisms living within their influence. Thus, each ecosystem has a carrying capacity.
4. An adequate supply of clean water is essential to life.
5. An adequate supply of clean air is essential for life.
6. The distribution of natural resources and the interaction of physical environmental factors greatly affect the quality of life.
7. Factors such as facilitating transportation, economic conditions, population growth and increased leisure time influence changes in land use and population densities.
8. Cultural, economic, social, and political factors determine man's values and attitudes toward his environment.
9. Man has the ability to manage, manipulate and change his environment.
10. Short-term economic gains may produce long-term environmental losses.
11. Individual acts, duplicated or compounded, produce significant environmental alterations over time.
12. Each person must exercise stewardship of the earth for the benefit of mankind.

A "Concept Rationale" booklet and a slide/tape program "Man Needs His Environment" are available from the I-C-E RMC to more fully explain these concepts.

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Environmental:		Integrated with:	
CONCEPT NO.	1 Energy	SUBJECT	U.S. History
ORIENTATION	Agricultural Inventions	TOPIC/UNIT	Post Civil War Industrial Change
BEHAVIORAL OBJECTIVES		STUDENT-CENTERED LEARNING ACTIVITIES	
Cognitive: Write a paragraph giving one reason why the agricultural inventions produced more products through use of energy from the sun.		In-Class:	Outside or Community:
Affective: Show an awareness of the importance of the sun in today's highly industrialized urban society by orally describing the importance of sun energy to plant and animal existence.		A. Study the agriculture unit after the Civil War.	A. Agriculture teacher describe the sun as a source of energy and its relation to agriculture.
		B. Assign to each member of the class an important agricultural invention to report on.	B. Visit a farm in the local area.
		C. The student will compare agriculture methods and inventions in the American Revolution period as to that following the Civil War.	C. Farm implement dealer talk to class on farm machinery and its development.
		D. Draw a cartoon and write a caption illustrating how the Populist farmers reacted to industrialization after the Civil War. Write a paragraph defending your visual interpretation.	D. Interview local grocery store owner to determine origin of goods sold in his store.
		E. List two specific problems faced by the American farmer in the period 1865-1900. Discuss how the invention of new machinery contributed to the problem.	E. Have a farmer discuss the effects of a fertilizer and fuel shortage on agriculture.
Skills Used:			
1. Conduct an interview.			
2. Cause and effect thinking.			
3. Reporting skills.			
4. Making comparisons.			

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES
<u>Publications:</u> <u>History of a Free People</u>, Henry Bragdon & Samuel McCutchen, The Macmillan Co., Ch. 13. <u>A New History of the United States-Trenton</u>, Holt, Rinehart & Winston pp. 299-301. <u>Groisser, Philip</u>, <u>Mastering American History</u> (Rev. Ed.) Keystone Educ. Press, 1971 <u>Platt and Drummond, Our Nation from Its Creation</u>, (2nd Ed.), Prentice - Hall, Inc. <u>Todd and Curti, Rise of the</u> (cont.) <u>Audio-Visual:</u> <u>Films:</u> <u>Man Uses & Charges The Land</u>, BAV, #6889 <u>Agriculture U.S.A.</u>, BAVI #5283 <u>Westward Movement: Settling of the Great Plains</u>, BAVI, #6006.	<u>Publications:</u> (cont.) <u>American Nation</u>, (Vol. II), Harcourt, Brace & World. <u>Touhill Blanche M. Readings in American History</u>, Laidlaw Brothers, 1970. <u>Sandler, Rozwencz and Martin, The People Make A Nation</u>, Allyn and Bacon, 1971. <u>Buck, S.J., The Agrarian Crusade</u> (Yale Univ. Press). <u>Burlingame, R., Machines that Built America</u> (Harcourt, Brace & World. Signet Key P.B.) <u>Shannon, F., American Farmers' Movements</u> (Anvil P.B.) <u>Shannon, F., The Farmers' Last Frontier 1860-1897</u> (Holt, Rinehart and Winston.)

Community:

Agriculture teacher
Local farm owner
Implement dealer
Grocery Store owner

Environmental:		Integrated with:	
CONCEPT NO.	2 Ecosystem	SUBJECT	U.S. History
ORIENTATION	Core City Problems	TOPIC/UNIT	Current Problems
BEHAVIORAL OBJECTIVES		STUDENT-CENTERED LEARNING ACTIVITIES	
Cognitive:		In-Class:	Outside or Community:
Analyze the extent of the interaction of living organisms among themselves by writing a paragraph on what would happen if the local factory shut down.		A. View films describing central city problems today. B. Draw up a list of the basic community services needed by a resident of any city: e.g. police, fire, education. Using this basic list develop a summary of the additional services or specialized services required in a core area, e.g. social workers, additional police and fire protections, etc. C. Guest speaker - city controller to discuss the cost of services and its relationship to the tax base provided primarily by industry: View: <u>Little Man-Big City</u> , 10 min., Interstate Printers & Publishers, Danville, Illinois. OR View: <u>The Changing City</u> , same source as in D. OR Cities in Crisis: <u>What's Happening?</u> Same source as D.	A. Have a city planner speak to the class about urban renewal. B. Have an industrial designer speak to class on "Decentralized Industrial Movement." C. Have county welfare worker talk on the problems of the unemployed. Question and answer period. D. Make arrangements to have the city planner speak to the class on urban renewal in Green Bay. E. Visit a sewage treatment or industrial water treatment plant. Make a drawing or chart of the process involved.
Affective:			
Seek to determine the effect that the industrialism of the era had on the people living in various parts of the land through a study of central city problems today e.g. Green Bay, Gregory, Milwaukee.			
Skills Used:			
1. Creative Writing 2. Reading a map 3. Interpret film 4. Research			

(cont.)

SUGGESTED RESOURCES

Publications:

Books:

Viewpoints USA, Feder ABC, p. 140-150.
Promise of America: Struggling for the Dream, Scott-Foresman, p. 91-95.
Labor in American Society, Scott-Foresman, p. 32-40.
A Sense of the Past, McMillan Co. Industrial America, p. 272-282.
Dunwiddie, Wm. Problems of Democracy, Ginn. Landis, J.R. Current Perspectives on Social

Audio-Visual: (cont.)

Films:
Rise of Organized Labor, No. 5062, BAVI, \$3.75
Growth of Big Business in America, 1865-9000, BAVI, \$3.25.
Challenge of Urban Renewal, 330023, Films, Inc.
Flowers on a One Way Street, 1010006, Films, Inc.
Bulldozed America, #6429, BAVI
Little Man-Big City, 10 min., Interstate Printers & Publishers, Danville, Illinois (cont.)
Community:
Labor and Social Leaders.
City Comptroller.
City Planner.

CONTINUED OR ADDED LEARNING ACTIVITIES

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In-Class: (cont.)

G. Write a research paper on one of the following topics:

1. Cities and the Tyranny of Space
2. The City as an Economic System
3. Solving Urban Fiscal and Transportation Problems

Publications: (cont.)

Problems. Rils, J., How the other Half Lives (Sagamore Press: Am. Century P.B.)
Schlesinger, A.N., Sr., The Rise of The City 1878-1898 (Macmillan).
Still, B., ed., The West: Contemporary Records of America's Expansion Across the Continents 1807-1890 (Capricorn PB)
Wittle, C.F., We Who Built America: The Saga of the Immigrant (Prentice - Hall)

Audio-Visual: (cont.)

The Changing City, 10 min., Interstate Printers & Publishers, Danville, Illinois.
Cities in Crisis: What's Happening? 10 min., Interstate Printers & Publishers, Danville, Illinois.

Environmental:		Integrated with:	
CONCEPT NO.	3 Carrying Capacity	SUBJECT	U.S. History
ORIENTATION	Land Use/Immigration	TOPIC/UNIT	Immigration
BEHAVIORAL OBJECTIVES		STUDENT-CENTERED LEARNING ACTIVITIES	
Cognitive: Identify examples of prejudicial characteristics within the community. Aware of the contributions of immigrants to his area by making a list.		In-Class: A. Research the ethnic background of your area. 1. Analyze the contributions made to the area by the predominant immigrant groups still residing there. B. Discuss the reasons for the movement westward of the immigrants in the late 1800's. 1. Given a list of racial anti-immigrant groups, the students should form groups to determine common causes, rationale, etc. which formed the basis for their anti-immigrant philosophies (Know Nothing (American Party) KKK WASP C. Do some random sample case studies on Ethnic groups and their conservation traditions and practices and report to class. (Do as part of "B" Outside a Community activities.)	
Affective: Perceive the contributions of various immigrants to his region. Seek the causes of prejudicial attitudes and other pressure which caused immigration.		Outside or Community: A. Interview members of such organizations as: John Birch Society WASP American Nazi Party Interview area residents who are immigrants or have immigrant origin. Visit an area or community which has preserved characteristics of its ethnic background, e.g. New Holstein.	
Skills Used: 1. Research 2. Interview technique 3. Perception of common elements.			

SUGGESTED RESOURCES

CONTINUED OR ADDED LEARNING ACTIVITIES

Publications:

Origins of Immigration Restriction, 1882-1890, Higham.

What Happened to Race?

Handlin - American History, Vol. II.

Abell, E., Comp. Westward, Westward, Westward (Watts).

Beebe, L. And C. Clegg, The

American West: Pictorial Epic of a Continent (Dutton)

Billington, R.A. The Westward Movement in the United States (cont.)

Audio-Visual:

A Nation of Immigration, 1050005, Films, Inc.

The Uprooted, 1250007, Films, Inc.

Immigration in Americas History, Coronet.

The Inheritance - Documentary on Immigration of the early 1900's

Publications: (cont.)

(Anvil PB) Handlin, O., The Uprooted: The Epic Story of the Great Migrations that Made the American People (Little, Brown; Universal Library P.B.)

Rolvag, O.E. Giants in the Earth (Harper & Row).

Wittle, C.F. We Who Built America: The Saga of the Immigrant (Prentice-Hall)

Community:

Environmental:		Integrated with:	
CONCEPT NO.	4 Water and 5-Air	SUBJECT	U.S. History
ORIENTATION	Constitution/How a Bill Becomes Law	TOPIC/UNIT	Critical Issues
BEHAVIORAL OBJECTIVES		STUDENT-CENTERED LEARNING ACTIVITIES	
Cognitive:	Explain the procedure involved in individual citizens originating and bringing about subsequent passage of legislation affecting environmental concerns.	In-Class:	Outside or Community:
Affective:	Show awareness of the individual's political power in the area of initiating environmental protection legislation by explaining what he can or can not probably do in this area of legislation.	A. Choose a particular air or water problem in the area. Devise a program that would correct this problem. B. Diagram the procedures involved in creating an ordinance which will include control and enforcement provisions. C. Draw up a petition concerning a specific area problem and go out in the community for signatures. Following your community's procedures, the students should attempt to get their program passed. D. Find three examples of news stories concerning the passage of legislation affecting environmental concerns. Try to determine how the legislation originated. E.	A. Local residents. B. Legal council. C. City Hall and government official.
Skills Used:			
1. Identify problem 2. Arrive at solution 3. Petitioning 4. Analyzing results 5. Reading newspaper			

SUGGESTED RESOURCES

CONTINUED OR ADDED LEARNING ACTIVITIES

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Publications:

Fed. Water Pollution Control
Adm., Water Quality Criteria,
Govt. Printing Office, Wash., D.C.
Controlling Pollution, Goldman Ed.
Prentice-Hall
Dept. of Health, Ed., and Welfare,
Air Quality Criteria, Wash., D.C.
E.P.A. "National Primary and
secondary ambient air quality
standards and air pollution con-
trols." Federal Register Vol. 36,
No. 21.

Audio-Visual:

The Stream - ACI Films, Inc. CESA
Water Pollution - Kit 12 CESA
Simulation game - Dirty Water;
The Water Pollution Game
SG 3 CESA

Community:

Alderman
Local Residents
Lawyer

Environmental:		Integrated with:	
CONCEPT NO. <u>7 Land Use</u>		SUBJECT <u>U.S. History</u>	
ORIENTATION <u>Slum Conditions</u>		TOPIC/UNIT <u>Current Problems</u>	
BEHAVIORAL OBJECTIVES		STUDENT-CENTERED LEARNING ACTIVITIES	
Cognitive: Determine the implications of advancing industrial development and the toll it takes on the conditions of the urban environment.		In-Class: A. Utilize Kit 13 from CESA entitled America's Urban Crisis. B. View film: <u>The Idea of The City</u> , ed. Galbraith 28 min./color. Universities of Calif., Mich., Minn. University of Minnesota 2037 University ave., S.E., Minneapolis, Minn. 55455 1. After viewing the film the students should discuss the roots of the trend toward urbanization and the concurrent development of slums. C. Read "Car Snobs, Commuters and Chaos" by C.W. Griffin Jr., on pp. 296-305. Summarize the article by writing out three main concepts of the article J.R. Landis. Current Perspectives on Social Problems. D. Read either <u>The Dilemma of Skid Row</u> on pp. 306-319 or <u>White People's Time, Colored People's Time</u> , on pp. 316-322. Discuss how	
Affective: Demonstrate an awareness of the conditions which exist in slum areas and the underlying causes of these conditions.		Outside or Community:	
Skills Used: 1. Interpret visual presentation 2. Develop causal relationship 3. Conceptualization			

SUGGESTED RESOURCES

Publications:

Community Planning Handbook,
Ginn & Co. 110G1 - ICE RMC
The City is the Frontier,
Charles Abrams, Harper & Row
Dunwiddie, Wm. Problems of
Democracy, Ginn. (Chapter 21:
Problems of Metropolitan Areas
and Chapter 16: The New Con-
servation.
Curtis, Coleman, and Lane
Sociology: An Introduction,
Bruce. Chapter 10: Landis, J.R.
Current Perspectives on Social
Audio-Visual: (cont.)
The Angry Voices of Watts,
33-0086, Films, Inc.
Operation Breadbasket,
1160001, Films, Inc.
America's Urban Crisis, Group I,
Kit 13, CESA
Urban Ecology, FS St3 ICE RMC
Cities in Crisis, Michigan State
Unl. Cultural Media Center

CONTINUED OR ADDED LEARNING ACTIVITIES

In-Class: (cont.)

these articles confirm or change your opinion about
slum conditions in America.

Publications: (cont.)

Problems. Wadsworth. Todd and Curti, Rise of the
American Nation, Vol 11, Harcourt Brace,

Community:

Environmental:		Integrated with:	
CONCEPT NO.	8 Values and Attitudes	SUBJECT	U.S. History
ORIENTATION	Economic Influence on Personal Lifestyles	TOPIC/UNIT	Roaring Twenties
BEHAVIORAL OBJECTIVES		STUDENT-CENTERED LEARNING ACTIVITIES	
Cognitive: Interpret the life style of an era as expressed in the music of that time. Affective: Sensitive to the role of music as both a reflection of the times and as a creator of the spirit or mood of the time. (Use economic conditions for reference) Skills Used: 1. Interview. 2. Research. 3. Listening skills. 4. Sensitivity. 5. Panel Discussion dancing where possible.		In-Class: A. Interview a person (grandparents) who lived during the jazz age. B. Research and listen to recordings of the jazz artists of the 1920's, e.g. Louis Armstrong, W.C. Handy. C. Discuss the relationship between the lifestyle of the Roaring Twenties and the music of the era. D. Bring in examples of the current trend back to jazz such as: The rock jazz groups, Wes Montgomery, Ray Charles. E. Using the music as a vehicle for discussion, compare the lifestyle of the 20's to that of the 70's. F. Have the students devise an appropriate title for the lifestyle of the 70's to reflect the era as roaring does the 20's. G. Divide the class into groups and prepare a panel on the 1920's. Some topics might be: Literature, movies, art (painting, architecture, sculpture, architecture, sculpture, etc.) (cont.)	Outside or Community: A. Ken Oast - WPNE FM Jazz 9:30 - 6:30 B. Music teacher for recordings and explanation of jazz. C. Radio Station WBAY (Green Bay) was one of the nation's first radio stations. Research its first years by interviewing one of its early announcers: Eddy Jason or Roy Miller. Find out what kind of programs it carried. You might also read <u>Music In The Air</u> --and <u>Voices On The Crystal Set</u> , the early days of radio--pp. 64-68, American Heritage Series August 1955, or August 1965 Program Coming in Fine. Please Play Japanese Sandman.

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SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES
<u>Publications:</u> <u>American Heritage Mag.</u>, Aug. 1965, <u>The Restless Decade</u>. Catten. <u>Goodbye to Everything</u> (Crash), Aug. 1965, Felming. <u>The Lawless Years.</u> <u>I. Leighton - The Aspirin Age</u> <u>Frederick Allen - Only Yesterday</u> <u>Mark Sullivan-Our Times</u>, Volume 6, <u>Fon Boardman - America And The Jazz Age</u> <u>R. Hofstadter - The Twenties</u> <u>Jonathan Daniels - Time Between Wars</u>, R.L. Bruckberger <u>Audio-Visual:</u> (cont.) <u>Films:</u> <u>Social Change & The Amer. Woman</u>, 96-0043 Films, Inc. <u>Wets vs. Drys</u>, 96-0031 <u>Films, Inc.</u> <u>Boom or Bust</u>, Graphic Curriculum <u>Filmstrip:</u> <u>The Roaring Twenties</u>, McGraw-Hill. <u>Reckless Years Pts I and II.</u> <u>Guidance Assoc. (Brown County Library) Filmstrip Roaring 20's</u> <u>Filmstrips</u> <u>Community:</u> <u>Local Jazz Musician</u> <u>University Music Dept.</u>	<u>In-Class:</u> (cont.) ture) music and dancing-Show and Tell-or demonstrate where possible. (How did economic conditions influence?) <u>Publications:</u> (cont.) <u>Image of America</u>, W.F. Leuchtenburg - <u>Perils of Prosperity</u> <u>G.H. Knoles - Jazz Age Revisited</u>, S.A. Adams - <u>Incredible Era.</u>

Environmental:		Integrated with:	
CONCEPT NO. <u>9 Management</u>		SUBJECT <u>U.S. History</u>	
ORIENTATION <u>Slavery and Automation</u>		TOPIC/UNIT <u>Civil War</u>	
BEHAVIORAL OBJECTIVES		STUDENT-CENTERED LEARNING ACTIVITIES	
Cognitive: Identify examples that support the growing fear that automation will prove to be the master of man rather than the tool of man.		In-Class: A. View film: <u>Automation, The Next Revolution.</u> B. List the similarities between wage slavery that existed in the U.S. prior to the civil war. C. Debate: Resolved, wage slavery in excesses is just as demeaning to human enterprise as chattel slavery was. D. Discuss and explain how our economic system answers the questions: 1. What to produce. 2. How to produce it. 3. For whom to produce it for. What part does "automation" play in answering these questions, what part do the "values" of the people play? E. Discuss how automation will lead to greater productivity and more in real wages for the worker. Bring in the idea of a three or four day work week and all the ramifications.	
Affective: Weigh alternatives to the growing threat implicit in automated industries. Debate the value of automation in bettering the quality of life in the U.S. during the twentieth century.		Outside or Community: A. Visit a local factory.	
Skills Used: 1. Debate 2. Analytical skills 3. Making judgements			

SUGGESTED RESOURCES

CONTINUED OR ADDED LEARNING ACTIVITIES

Publications:

Slavery in the Martial South,
Amer. History Recent Interp. Vo. I
Crowell.
The Organization Man, Wyhte.
Lee Baldwin, Capitalism and other
Economic Systems-Economic Literacy
Series, No. 2. Schultz, Mindella,
Comparative Political Systems,
Holt. Sobel, Robert and Oliver,
Carl, Our Changing World, Laid
Law E s.

Audio-Visual:

Film:
Automation: The Next Revolution
BAVI

Community:
Local Factory Owner

Environmental:		Integrated with:	
CONCEPT NO.	10 Economic Planning	SUBJECT	U.S. History
ORIENTATION	Land Use	TOPIC/UNIT	Wisconsin History
BEHAVIORAL OBJECTIVES	STUDENT-CENTERED LEARNING ACTIVITIES		
Cognitive: List several environmental destructions resulting from short-terms outlooks in the logging history of Wisconsin as an example. Describe one environmental destruction resulting from the logging industry. Affective: Suggest countermeasures for rehabilitating the environment after the student examines the impact of logging on Wisconsin's environment.	In-Class: A. List the economic changes that took place in North-eastern Wisconsin as the forest resource was re-moved. B. Draw a picture or make a model of a logging camp or saw mill. C. Divide the class into groups of 3-5 students and have each group find another example of environmental change. After time for research, construct a list made by students possibly to include mineral depletion, soil erosion, water shed, etc. and share the composite listing. D. Interview paper industry officials to determine how they are attempting to prevent a recurrence of the destructive cutting of pine forests that occurred in the past.	Outside or Community: A. Forest ranger to talk on restrictions on today's lumbering and other conservation methods. B. Field trip to county Historical Society. Students write a report on the trip. C. Take pictures around local area where logging took place and what land is it used for now. Develop a case study.	
Skills Used: 1. Identify 2. Drawing 3. Research 4. Interview			

SUGGESTED RESOURCES

Publications:

Materials from Wisconsin Historical Society, Madison, Wis.
Wisconsin Story - Text
American History - Text

CONTINUED OR ADDED LEARNING ACTIVITIES

Audio-Visual:

Films:

Logging In Wisconsin About 1938,
No. 0791, \$2.00, BAVI.
Lumberman, No. 1304, \$5.25, BAVI.

Community:

Marinette County Historical
 Society Museum
 State Forest Ranger

Environmental:		Integrated with:	
CONCEPT NO. 11 Individual Acts		SUBJECT U.S. History	
ORIENTATION Land Use		TOPIC/UNIT Indian History	
BEHAVIORAL OBJECTIVES		STUDENT-CENTERED LEARNING ACTIVITIES	
Cognitive:	In-Class:		
Determine the overall effects on the environment of conversion of a relatively untouched natural region into a commercial area.	A. Make a collection of newspaper articles dealing with the Legend Lake controversy. B. Individual reports on the various Indian organizations involved in the Legend Lake dispute: 1. AIM 2. Menominee Seven 3. DRUMS		
Affective:	Outside or Community:		
Show awareness of how individual purchases of Legend Lake property has altered the overall natural Indian relationship to the land and the rest of the environment.	A. Guest speaker. B. Newspaper office.		
C. Guest speaker from one of the organizations involved in the controversy. D. Write to Menominee for a description of the corporate set up, the issues and the current status of the dispute. E. Write to the Legend Lake Developers and try, to find out what they had planned to protect the environmental quality of the area. Why did some Menominee's support the development.			
Skills Used: 1. Newspaper research. 2. Reporting skills. 3. Weighing arguments.			

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES
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Publications:

Pamphlets and newsletters
from Menominee.
Menominees, Past and Present.

Audio-Visual:

Community:

Environmental:		Integrated with:	
CONCEPT NO. <u>12 Stewardship</u>		SUBJECT <u>U.S. History</u>	
ORIENTATION <u>Stewardship/The Gospel of Wealth</u>		TOPIC/UNIT <u>Industrialism</u>	
BEHAVIORAL OBJECTIVES		STUDENT-CENTERED LEARNING ACTIVITIES	
Cognitive: Extrapolate the principle of good stewardship as exemplified by a list of well-known philanthropists.		In-Class: A. Interpret James Nast Cartoons. B. Research a list of ten industrialists who have been labeled as Robber Barons/Philanthropists: 1. Carnegie 2. Rockefeller 3. Ford 4. J. P. Morgan 5. Armour 6. Swift 7. Kimberley (of Kimberly-Clark Paper) 8. Peterson (of Peterson Builders, Sturgeon Bay) 9. Neville (Green Bay) 10. Vanderbilt C. Utilizing this list, the students should determine which they would categorize as stewards of wealth.	
Affective: Deliberately examine the dual role of the impact of wealth on the total community.		Outside or Community: A. Locate a person or group (foundation, etc.) who has used his wealth to benefit his community. B. Minister or priest to explain the stewardship principle based on a biblical interpretation.	
Skills Used: 1. Interpretation. 2. Research. 3. Value Judgement.			

SUGGESTED RESOURCES

Publications:

"Wealth" Andrew Carnegie
 North American Review.
 The Robber Barons, Matthew
 Josephson Harcourt.
 A Call to Action, James B. Weaver.
 Carnegie, A., Autobiography of
 Andrew Carnegie (Houghton Mifflin)
 Cochran, T.C. Basic History of
 American Business (Anvil PB)
 GUKO, M., The Lives and Times of
 Peter Cooper (Crowell)
 Hacker, L., American Capitalism:
 Its Promise and Accomplishment
Audio-Visual: (cont.)

Andrew Carnegie, ESF

Community:

CONTINUED OR ADDED LEARNING ACTIVITIES

Publications: (cont.)

(Anvil PB)
 Holbrook, S.H., The Age of The Moguls (Doubleday)
 Nevins, A., John D. Rockefeller: The Heroic Age of
 Am. Enterprise. (Scribner)
 Winkler, J.L., Incredible Carnegie (Double day)
 Morgan the Magnificent (Vanguard Press).